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ABSTRACT

This paper identifies and describes the 10 service areas of vocational education according to program purpose, content, level at which the program is offered, type of student served, and occupational areas in which students will be prepared to work. The 10 areas described are as follows: (1) agriculture education; (2) marketing education; (3) health occupations education; (4) home economics education; (5) business education; (6) trade and industrial education; (7) technical education; (8) public safety services; (9) special needs service; and (10) career development service. (The last two areas are auxiliary programs that are integrated into the existing vocational education programs.) Twenty references are included. (KC)

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IDENTIFICATION AND DESCRIPTION OF VOCATIONAL EDUCATION SERVICE AREAS

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Description

Vocational education programs are an integral part of the public education system. Vocational education is offered in a variety of settings--the public secondary system being the largest provider (Taylor, 1982). These programs are regulated by policies and guidelines formulated at the federal, state, and local levels. The formal definition of vocational education is:

> "those activities supported by the federal vocational education acts that provide for the development of the knowledge, skills, and attitudes needed in occupations requiring less than a baccalaureate degree." (Taylor, 1982, p. 2002)

Content of Paper

For instructional purposes, vocational education is divided into ten areas: (VE-21 Opening Report Manual, 1989)

1. Agriculture Education
2. Marketing Education
3. Health Occupations Education
4. Home Economics Education
5. Business Education
6. Trade and Industrial Education
7. Technical Education
8. Public Safety Services
9. Special Needs Service*
10. Career Development Service*

These programs are individually described in this paper according to program purpose, content, at what level the program is offered, type of student served, and occupational areas in which students will be prepared to work.

*The last two areas--special needs service and career development service--are auxiliary programs that are integrated into the existing vocational education programs.

AGRICULTURAL EDUCATION

Purpose

The major following objectives of vocational agriculture are structured to meet the aim of training present and prospective farmers for proficiency in agriculture, including farm and off-farm occupations: (Calhoun, 1982)

1. make a beginning and advance in farming
2. produce farm commodities efficiently
3. market farm products advantageously
4. conserve soil and other natural resources
5. manage a farm business effectively
6. maintain a favorable environment
7. participate in rural leadership activities

An additional purpose of agricultural education is instruction in entrepreneurship, occupational awareness, job exploration and preparation.

Program Content

The vocational education in agriculture program includes courses for persons presently or potentially pursuing a career requiring knowledge and skill in agriculture, including farm and off-farm occupations. The six basic types of vocational agriculture programs include: (Phipps and Osborne, 1988, p. 5-6)

1. Agricultural production--including livestock and crop production, farm mechanics, and farm business management.

2. Agribusiness--including sales, agricultural supplies, agricultural services, agricultural business management, marketing, and transportation.

3. Horticulture--including floriculture, arboriculture, greenhouse operation and management, landscaping, nursery operation and management, and turf management.

4. Agricultural mechanics--including agricultural power and machinery, structures and conveniences, soil and water management, construction and electrification.

5. Agricultural resources and forestry--including natural resources conservation, wildlife management, recreation, forest management and technology, and marketing of forest products.

6. Agricultural products processing--including processing and marketing of food and non-food agricultural products.

The exact nature of the courses offered in these programs will vary depending on the interests and needs of the students and the community, the available equipment and facilities, and industry needs.

Summer Programs. Vocational agriculture is a year-round instructional program. The nature of agricultural work necessitates summer instruction. This provides an opportunity for instructors to do an effective job of supervision and teaching on the job. Some examples of the kinds of summer duties of an agricultural teacher are: meetings for adult farmers in agricultural jobs; tours, field trips, and demonstrations; farmer association meetings; individual instruction regarding supervised occupational experience programs of high school students, young farmers, or adult farmers; attend annual state conference; exhibits at local fairs; and visit prospective students (Phipps and Osborne, 1988).

The FFA. "The FFA is the national organization of, by, and for students studying vocational agriculture in public secondary schools which operate under the provisions of the National Vocational Education Acts. It is an educational, nonprofit,

nonpolitical youth organization of voluntary membership designed to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship, and patriotism. Its members learn through participating experiences to conduct and take part in public meetings, to speak in public, to buy and sell cooperatively, and to assume civic responsibility. The FFA is an intra-curricular part of vocational education in agriculture in the public school system of America. It constitutes one of the most effective devices for teaching through participating experiences." (The FFA Foundation Incorporated, Bul. 1, U.S. Office of Education, Washington, D.C., p. 4). The FFA is an important part of vocational education program in agriculture. It serves both agriculture programs for farming and off-farm occupations.

Level of Program

Agriculture education is offered sometimes at the middle school grades (7-8) with a stated purpose of providing career orientation and exploration. It is more commonly offered at the high school, post-secondary, adult education, and college levels with more specialized courses.

Types of Students Served

Agricultural education programs are designed to meet the needs of the following groups of people:

1. Junior and high school student preparing for employment or for a post-secondary or university level program.
2. Adults currently working in an agricultural occupation wanting to upgrade their current skills.
3. Displaced workers looking to change careers.

Occupational Areas

Vocational education in agriculture prepares students for the world of work in the following occupational areas: (Phipps, 1980, p. 8)

1. Agricultural production
   a. Animal science
   b. Plant science
   c. Farm mechanics
   d. Farm business management
2. Agricultural supply and service business
   a. Agricultural chemicals
   b. Feeds
   c. Seeds
   d. Fertilizers
3. Agricultural mechanics businesses
   a. Agricultural power and machinery
   b. Agricultural structures and conveniences
   c. Soil management
   d. Water management
   e. Agriculture mechanics skills
   f. Agricultural construction and maintenance
   g. Agricultural electrification

4. Agricultural products businesses
   a. Food products
   b. Non-food products
5. Ornamental horticulture
   a. Arboriculture
   b. Floriculture
   c. Greenhouse operation and management
   d. Landscaping
   e. Nursery operation and management
   f. Turf management
6. Agricultural resources
   a. Forests
   b. Recreation
   c. Soil
   d. Water
   e. Air
   f. Fish
   g. Range
7. Forestry
   a. Forests
   b. Forest protection
   c. Logging
   d. Wood utilization
   e. Recreation
   f. Special products
   g. Forestry technology
8. Agricultural technology
9. Agriculture related technology
10. Agricultural, other

MARKETING EDUCATION

Purpose

"Marketing and distributive education is a generic term used to identify vocational instruction programs in public education designed to prepare people for intitial and continuing employment in marketing occupations or occupations requiring competence in one or more of the marketing functions" (Berns, 1982, p. 1135).

Vocational marketing education is defined as a subset of Marketing Education that is funded or otherwise associated with a state's vocational (technical) education program and frequently characterized by co-op work experience, co-curricular youth organization, and job placement following program completion. (National Curriculum Framework, 1987)

Program Content

Marketing education programs are structured so as to develop the principles, concepts, attitudes, and skills necessary to prepare people to work in retail, service, and manufacturing environments. Courses are designed to prepare people for their first job or for more advanced technical and managerial positions. Skills ranging from point-of-sale terminal operations to planning, budgeting, and supervising are all part of the total marketing education curriculum (Curriculum Framework, 1989). The general framework of the marketing education program consists of the following areas: (National Marketing Plan, 1987)

1. Economic foundations of marketing
2. Human resource foundations

3. Marketing and business foundations
4. Financing
5. Risk management
6. Selling
7. Promotion
8. Pricing
9. Purchasing
10. Marketing-information management
11. Product/service planning
12. Distribution

Distributive Education Clubs of America (DECA). This co-curricular student organization provides and encourages activities designed to supplement and enhance instruction provided in marketing and distributive education programs. DECA is an important part of the curriculum and provides opportunities to develop further competencies in marketing, including leadership and social skills.

Level of Program

Vocational programs in marketing have been established for students at the following levels: middle school (primarily marketing exploration courses), high school, postsecondary, and adult (Berns, 1982).

Marketing education is available through four-year colleges and universities offering baccalaureate, master's, or higher-level academic degrees. These programs typically approach marketing from a theoretical perspective limiting the attention given to practical application of marketing skills in business operations. Such programs are designed to prepare people for higher level management positions. Programs that focus the application of specific marketing skills and concepts to the day-to-day operations of a business are usually offered at the

high school and community/technical college level. These institutions serve a wide range of both traditional and nontraditional students, including adult education programs (National Curriculum Framework, 1987).

Types of Students Served

Professionals in marketing education agree that instructional programs should serve people of diverse talents, abilities, interests, and backgrounds who want and can benefit from instruction in marketing.

The specific groups of people toward which a marketing education program is focused are: (National Marketing Plan, 1987)

1. Students seeking marketing education for immediate employment.
2. Students interested in marketing who are planning further education after high school graduation.
3. Adults seeking career change, promotion, or technical update in marketing.
4. Businesses recognizing the competitive value of marketing training for employees.
5. Related professional associations.

Occupational Areas

Marketing occupations are concerned with the functions and tasks involved in the flow of industrial and consumer goods in channels of trade. They also involve the provision of services from producers to consumers or users, including ownership and management of enterprises engaged in marketing. Individuals are prepared to perform functions such as selling, buying, pricing,

promoting, financing, transporting, storing, marketing research, and marketing management (Nelson, 1979).

Some examples of the environments in which marketing occupations are found are: fashion merchandising, advertising, real estate, industrial sales, entrepreneurship, floristry, banking, insurance, supermarket marketing, hotel and motel management, tourism, international marketing, and wholesaling.

The possible job areas for which a student may be prepared are: clerk, cashier, inventory clerk, order filler, stockperson, salesperson, counter sales, customer service representative, buyer, outside sales representative, supervisor, department manager, merchandise manager, sales manager, store manager, or owner.

HEALTH OCCUPATIONS EDUCATION

Purpose

The purpose of health occupations programs is to help cope with the increased labor demands in health care occupations by training technicians and aides at less than professional level to remove the more routine duties from the professional medical worker (Calhoun, 1982).

Program Content

Some secondary schools offer a course that introduces students interested in health occupations with the opportunities and responsibilities of careers in health occupations (Roberts, 1971).

Health occupations education programs train individuals to perform proficiently in a specific occupation. The U.S. Office of Education offers the following classifications of instructional programs in its taxonomy of health occupations: dental, medical laboratory technology, nursing, rehabilitation, radiologic, ophthalmic, environmental health, mental health technology, and miscellaneous health occupations education.

Each training program and the respective curricula are designed specifically for that particular occupation area. Most occupations area programs offer classroom instruction to acquaint the student with the occupation and then include exposure to real work experiences in a hospital or other appropriate environment, or at least some practical laboratory experience. The programs

are usually concentrated and not long in length (9 months to 2 years) and prepare the student for immediate employment.

Health Occupation Students of America (HOSA). Health Occupation Students of America is a national organization for students in all areas of health occupations education. Each chapter plans activities for students that are not available in a regular class and provides an outreach through area, state, and national affiliations (Calhoun, 1982).

Level of Program

In the past, preparation for occupations related to health has been left to hospitals, private schools, and higher education institutions. These institutions are increasingly unable to meet the current need for preparation of medical workers at reasonable costs. Therefore, more demands are being placed on public education systems, including secondary schools (Calhoun, 1982).

High schools, community colleges, technical schools, hospitals, private schools, and higher education institutions all offer education and training in the health occupations (Roberts, 1971).

Types of Students Served

The kinds of students that are served by the health occupations education programs are as follows:

1. High school students seeking immediate employment.
2. Students interested in health occupations who are planning further education after high school.
3. Inactive workers looking to be retrained.

4. Adults seeking a career change or technical update in their current health occupation.

Occupational Areas

The Dictionary of Occupational Titles lists approximately 250 job titles of health related occupations. Some examples are:

1. Nurses aide
2. Practical nurse
3. Nurse assistant
4. Dental laboratory technician
5. Dental hygientist
6. Medical technician
7. Optical technician
8. X-ray technician
9. Physical therapist
10. Medical records clerk
11. Research aide
12. Pharmacy assistant

HOME ECONOMICS EDUCATION

Purpose

In 1968 Girtman identified the specific objectives of home economics. These statements are still relevant and being cited as such according to Calhoun (1982. p. 205):

1. to improve the quality of family living and to help youth and adults develop the abilities needed for the occupation of homemaking
2. to prepare individuals for gainful employment in occupations involving home economic knowledge and skills
3. to provide preprofessional education for students who will enter colleges and universities
4. to help prepare individuals for responsible citizenship, with special emphasis on consumer responsibility
5. to help transmit the American culture from one generation to another and to develop heritage appreciation

Program Content

Home economics education programs consist of units of instruction that are organized to enable students gain knowledge and develop understanding, skills, and attitudes relevant to:

1. Personal, home, and family life.
2. Occupational preparation using the knowledge and skills of home economics.

Concepts that are drawn from the natural and social sciences are included in the subject matter. The programs emphasize such crucial aspects of family living as nutritional needs of individuals, responsibilities of parenthood, human development and relationships, consumer education, decision-making, environmental control, and management of financial resources. It

also addresses clothing design, selction, care, and construction; textiles for home and clothing; housing for the family; and art as an integral part of family life (Nelson, 1982).

In response to the changing roles of women and societal changes in general, home economics education programs have been expanded to include males and females; increased emphasis on management; greater concern for educating the individual for self-understanding and for family membership; a lessening of manipulative skills; and education for assuming the dual role of homemaker and wage earner (Calhoun, 1982).

Future Homemakers of America (FHA). Future Homemakers of America is a national youth organization for individuals who have taken or are taking a course in home economics. There are two types of chapters. FHA is an integral part of the home economics program focusing on "developing cooperative and intelligent leadership and with helping individuals to improve personal, family, and community living" (Calhoun, 1982, p. 207). HERO (Home Economics Related Occupations) chapters place major emphasis on preparation for jobs and careers, rather than homemaking and family life education (Frick, 1979 and Calhoun, 1982).

Level of Program

Home economics courses are offered at the high school, postsecondary, adult, and university levels, with the majority of enrollments at the high school level (Calhoun, 1982).

Types of Students Served

Vocational home economics programs are organized to meet the needs of various groups of individuals. These groups include: (Roberts, 1971)

1. High school students.
2. Out-of-school youths who have recently become established as homemakers and need additional knowledge and skill.
3. Adult homemakers who desire instruction in new knowledge and skill in the art of homemaking.
4. Students who want to prepare themselves for jobs and careers in home economics other than homemaking.

Occupational Preparation

The U.S. Office of Education taxonomy of occupations identifies two major areas in home economics education programs:

1. Homemaking: "Preparation for personal, home, and family living; these programs are not specifically directed toward preparation for gainful employment" (Calhoun, 1982, p. 203).
2. Occupational Preparation: "Care and guidance of children; clothing management, production and services; food management, production and services; home furnishings, equipment and services; and institutional and home management and supportive services" (Calhoun, 1982, p. 203).

BUSINESS EDUCATION

Purpose

The major objectives of business education are as follows: (Calhoun, 1982, pp. 191-192)

1. Preparation of students for initial employment, upgrading existing skills, retraining in new and/or related business and office occupations.
2. Provide opportunities for students to gain information about careers in business.
3. Develop an intelligent understanding of the various areas of work in which citizens earn a living.
4. Develop economic literacy in all citizens.
5. Promote both the discriminating use of services and resources by consumers and a corresponding understanding of the consumer viewpoint and how best to serve the consumer.
6. Prepare students for proper execution of their personal business affairs.
7. Develop business skills that lead to advancement in professions or occupations other than those directly related to business.
8. Provide background preparation in business as well as to develop skills that provide students with tools to cope more effectively with demands of college.

Program Content

Basic or general business. "These courses contribute to the primary understandings and knowledge needed by all students. Examples include Introduction to Business, Basic Business, Business Law, Economics, Economic Geography, Consumer Problems, Business Management, Business Principles, and Business Psychology" (Calhoun, 1982, p. 194).

Business Education: Cooperative Education. The cooperative business education program is a one-year program for students entering their last year of high school. These students are involved in on-the-job training in various business occupations. Students are employed in an actual business training station for a minimum of 12 1/2 hours per week and receive classroom and laboratory instruction for at least two 40-minute periods per day (Manual of Operations--Business Education, 1989).

The performance skills which are taught in this program are: keyboard and process business correspondence, perform accounting functions, utilize communication skills, operate a variety of commonly used business equipment, file and retrieve materials, recognize and handle priorities in performing business tasks, and perform tasks applicable to individual training stations (Manual of Operations--Business Education, 1989).

In-depth instruction is provided to develop the students' knowledge in the following areas: personal growth and development; human relations; and current employment requirements and practices; and communication skills, including reading, listening, speaking, writing, and using proper nonverbal behavior (Manual of Operations--Business Education, 1989).

Business Education: Intensive Education. The intensive business education program is a one- or two-year program which prepares students for entry-level employment in business occupations. One-year programs are designed for senior-level students, while the two-year programs are for junior and senior

students (Manual of Operations--Business Education, 1989). Laboratory experiences and related classroom instruction are part of this program. The area of concentration depends on the occupation area the student has chosen to study.

Business Professionals of America. Business Professionals of America is a student organization for those enrolled in vocational business education courses (Manual of Operations--Business Education, 1989). The organization is considered an important part of the business education program. Its purpose is to develop students' social, leadership, and organizational skills.

Instructional Categories. Some of the general instructional categories of business education as listed by the U.S. Office of Education are as follows:

Accounting and Computing

Data Processing

Information Communication

Materials support

Typing and related instruction

Stenographic and Secretarial

Filing and Office Machines

Supervisory and Administrative Management

Level of Program

Business education programs are offered at the high school, postsecondary, and adult levels on a part-time or full-time basis.

Type of Student Served

The groups of people that utilize business education programs are:

1. High school students seeking immediate employment upon graduation.
2. High school students who plan to continue their education at the postsecondary or higher education level.
3. Adults seeking to upgrade their existing skills.
4. Adults who wish to change careers and need retraining.

Occupational Areas

The following are some examples of the specific occupations for which business education programs prepare students: bookkeeper, cashier, bank teller, computer operator, general office clerk, mail and postal clerk, records clerk, clerk typist, word processor, shipping and receiving clerk, inventory clerk, personnel assistant, executive administrative secretary, secretary, court reporter, and office supervisor.

TRADE AND INDUSTRIAL EDUCATION

Purpose

The primary purposes of the trade and industrial education program are: (Sievert, 1975, p. 3)

1. "to provide the technical knowledge and occupational information necessary for exploration of occupations,
2. to develop the basic manipulative skills,
3. to prepare persons for employment in trade, industrial, or technical occupations, and
4. to upgrade or retrain workers already employed in industry."

Program Content

The classroom instruction and shop or laboratory training simulates the experiences found in industry. The students are taught the basic manipulative skills, the safety judgment, and the related information in mathematics, drafting, and science that are necessary to perform successfully in a given occupational cluster (VE-21 Opening Report Manual, 1989). The programs generally consist of one-year programs in areas such as auto mechanics, drafting, welding, practical nursing, and machine shop (Calhoun, 1982). Included in some programs is apprenticeship instruction.

The objectives of trade and industrial instruction are described by Roberts (1971) as follows:

1. "to provide instruction of an extension or supplemental type for the further development of performance skills, technical knowledge, related industrial education, safety, and job judgment for persons already employed in trade and industrial pursuits, and

2. to provide instruction of a preparatory type in the development of basic manipulative skills, safety judgment, technical knowledge and related industrial information for the purpose of fitting persons for useful employment in trade and industrial pursuits.

Vocational Industrial Clubs of America (VICA). Vocational Industrial Clubs of America is a national youth organization for secondary students enrolled in vocational industrial education. Membership is open to students in trade, industrial, or technical courses. VICA has identified six national goals in order to develop the organization as a significant teaching tool: professional growth, community understanding, safety, teacher recruitment, cooperation, and good public relations (Calhoun, 1982).

Level of Program

Trade and industrial education programs are offered at the secondary education level, at post-secondary institutions, technical schools, and adult levels in part-time and full-time programs, with the largest enrollment being in adult programs (Calhoun, 1982).

Type of Student Served

Trade and industrial education programs are designed to facilitate the needs of these people:

1. High school students seeking immediate employment.
2. High school students looking to advance their skills in a post-secondary or technical institution.
3. Adults who want to upgrade their existing skills.
4. Displaced workers who need retrained in a new or related occupation.

Occupational Areas

Trade and industrial education is the broadest of all the vocational education programs, including a much wider variety of skill areas and occupations. The wide range of occupations for which this program prepares students is classified by the U.S. Office of Education as follows:

Air Conditioning
Appliance Repair
Automotive Services
Aviation Occupations
Blueprint Reading
Business Machine Maintenance
Commercial Art Occupations
Commercial Fishery Occupations
Commerical Photography
Construction and Maintenance
Custodial Services
Diesel Mechanics
Drafting
Electrical Occupations
Electronics Occupations
Fabric Maintenance Services
Foremanship, Supervision
General Continuation
Graphic Arts Occupations
Industrial Atomic Energy
Instrument Repair
Maritime Occupations
Metalworking
Metallurgy
Personal Services--(Cosmetology, Barber)
Plastic Occupations
Quality Food Occupations
Refrigeration
Small Engine Repair
Textile Production
Leathermaking
Upholstering
Woodworking

TECHNICAL EDUCATION

Purpose

In some states postsecondary occupational programs are classified into two main categories: technical and trades. When this distinction is made, the technical programs consist of two-year programs in areas such as engineering technology, office-related technology, nursing, and forest technology. Technical education programs prepare people to work in jobs that require "more limited competencies than those of a professional engineer but more than those needed by skilled mechanics" (Calhoun, 1982).

McMahon (1970) describes the purpose of technical education programs as:

> "preparation for a technical occupation requires an understanding of, and ability to apply, those levels of mathematics and science appropriate to the occupation. And in those occupations that can be properly defined as technical, the mathematics and science required is more advanced than that required for a middle-type craft or skilled-trades occupation."

Program Content

Technical education requires: (VE-21 Opening Report Manual, 1989, p. 76)

1. a knowledge of mathematics and of the sciences associated with the study of the specific area of technology,
2. "an understanding of the methods, skills, materials, and processes commonly used in the technology,"
3. "extensive knowledge of a field of specialization," and
4. "sufficient depth of understanding in the basic communication skills and in related general education topics."

Examples of some of the programs offered in technical education are: aeronautical technology, chemical technology, civil technology, environmental control technology, nuclear technology, and industrial technology (VE-21 Opening Report Manual, 1989).

Vocational Industrial Clubs of America (VICA). Vocational Industrial Clubs of America is a national youth organization for secondary students enrolled in vocational industrial education. Membership is open to students in trade, industrial, or technical courses. Students enrolled in technical education are eligible to join VICA since there is no national youth organization exclusively for technical education students.

VICA has identified six national goals in order to develop the organization as a significant teaching tool: professional growth, community understanding, safety, teacher recruitment, cooperation, and good public relations (Calhoun, 1982).

Level of Program

Most technical education programs are usually offered in public and private postsecondary institutions. Programs of a related technical nature are offered in junior colleges, vocational-technical schools, technical institutions, engineering schools, and technical high schools (Calhoun, 1982).

Type of Student Served

Most technical education programs are offered at the postsecondary education level. Therefore, the majority of students targeted for enrollment are adults who might be

interested in upgrading their existing skills to keep pace with rapidly changing technology. Another type of student might be the displaced worker who needs retrained or someone looking for a career change. The secondary level programs enroll students who need preparation for a postsecondary program.

Occupational Areas

The technical education programs prepare "students for the occupational area between the skilled employee and the professional employee . . . and is usually employed in direct support of the professional employee" (VE-21 Opening Report Manual, 1989).

Some of the occupational areas for which a technical education program would prepare a student are:

1. Direct support to the engineer in the aerospace industry.
2. Direct support to the architect and the architectural engineer.
3. Direct support to the automotive engineer.
4. Direct support to the civil engineer.
5. Direct support to the electrical engineer.
6. Reactor technician, radiation safety technician, radioactive materials technician.
7. Typesetter, compositor, cameraman.

PUBLIC SAFETY SERVICES

Purpose and Content

"Public safety services is involved in the training, certification, upgrading, and retraining of emergency medical technicians (EMT), fire fighters, fire safety inspectors, and law enforcement officers" (VE-21 Opening Report Manual, 1989. p. 72).

These occupations are considered hazardous and require specific skills, so the training includes classroom and hands-on experience throughout the entire program.

Types of Students Served

The public safety services training program is offered at the adult level only, either full time or part time.

Occupational Areas

The occupational areas included in the public safety services training programs are: (VE-21 Opening Report Manual, 1989)

1. emergency medical technician
2. fire fighter
3. law enforcement
4. fire safety inspector
5. volunteer fire fighter
6. paramedic

SPECIAL NEEDS SERVICE PROGRAMS

Purpose

A special needs service program in vocational education includes services and programs designed to enable disadvantaged and/or handicapped students to achieve vocational objectives that would otherwise be beyond their reach (VE-21 Opening Report Manual, 1989).

Program Content

These special needs programs may take the form of: (VE-21 Opening Report Manual, 1989, p. 99)

1. "modifications of regular vocational programs,
2. special educational services that supplement regular vocational education programs, and/or
3. special vocational education programs designed only for the disadvantaged and/or handicapped."

Level of Program

These kinds of programs assist in-school and out-of-school youth and adults in obtaining job skills, technical knowledge, and related information in one of these vocational programs: agricultural education, business education, trade and industrial education, marketing education, health occupations education, or home economics education.

Types of Students Served

The special needs programs are offered to in-school and out-of-school youth and adults who show need, an interest, and some ability so that they may benefit from the services provided (VE-21 Opening Report Manual, 1989).

CAREER DEVELOPMENT SERVICE PROGRAMS

Purpose and Content

Career development programs were designed to provide students in vocational education programs with the necessary information and developmental experiences to prepare them for living in society and to assist students with making worthwhile career decisions (VE-21 Opening Report Manual, 1989).

The course hours in career development are integrated into the existing curriculum. The program "combines the efforts of the home, the school, and community and reaches from preschool through adulthood" (VE-21 Opening Report Manual, 1989, p. 102).

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